
**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Peter A. Tantillo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Saint Alphonsus Liguori School
(As it should appear in the official records)School Mailing Address 411 North Wheeling Road
(If address is P.O. Box, also include street address)Prospect Heights, Illinois 60070-1399
City State Zip Code+4 (9 digits total)Tel. (847) 255-5538 Fax (847) 255-0353Website/URL <http://www.saintalphonsus.com> E-mail stalphonsus-liguori-elem@archchicago.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____Name of Superintendent* Dr. Nicholas Wolsonovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Archdiocese of Chicago Office of Catholic Schools Tel. (312) 751-5200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____Name of School Board President/Chairperson Mr. Joseph Principi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 2 Number of years the principal has been in her/his position at this school.
3 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	18	12	30		7	9	14	23
1	17	12	29		8	13	10	23
2	12	14	26		9			
3	10	20	30		10			
4	12	15	27		11			
5	16	16	32		12			
6	13	19	32		*Other	35	29	64
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					316

* 3 and 4 Year Old Preschool

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>82</u> | % White |
| <u>06</u> | % Black or African American |
| <u>03</u> | % Hispanic or Latino |
| <u>09</u> | % Asian/Pacific Islander |
| <u>00</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 16.1 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	316
(5)	Subtotal in row (3) divided by total in row (4)	.161
(6)	Amount in row (5) multiplied by 100	16.1%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English
 Proficient Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 3.6 %
12 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7.3 %
23 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 21 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 2 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 15 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 4 </u>
Paraprofessionals	<u> 2 </u>	<u> 0 </u>
Support staff	<u> 4 </u>	<u> 2 </u>
Total number	<u> 22 </u>	<u> 7 </u>

12. Average school student-“classroom teacher” ratio: 20:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97	97	97	97	97
Daily teacher attendance	98	98	98	98	98
Teacher turnover rate	14	23	15	10	10
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

14. *(High Schools Only)*

PART III - SUMMARY

The happy, successful and faith-filled children of St. Alphonsus Liguori School—you see them engaged in various learning activities, listening to or reading good stories, arriving for early morning tutoring or band lessons, praying and singing at weekly school Mass, or playing on the athletic field. You find them at computer screens earning Accelerated Reader points for books they have read, signing up to work on community service projects, or simply smiling and greeting visitors as they walk through the school hallways. In the spirit of leaving no child behind, St. Alphonsus Liguori School serves each one of these children, assessing and meeting their increasingly diverse and varied needs through an array of curricular, co-curricular and extracurricular programs and activities.

Your first impression of St. Alphonsus Liguori School is of a warm, welcoming and homey atmosphere. From Morning Prayer and Pledge to the Flag led by the Student Council over the public address until the last school bus departs, a strong Catholic identity permeates the school in signs and symbols, prayer and activities, attitudes and values. St. Alphonsus is a place where parents and faculty communicate and collaborate as partners to encourage and support every student to work hard and strive for success. The school is an extension of the home, and likewise, families are deeply involved in the life of the school.

The mission of St. Alphonsus Liguori School is to provide an excellent Catholic education for our students that will prepare them academically, spiritually, socially and physically for a happy, successful and faith-filled future. A comprehensive curriculum; flexible, newly renovated and expanded facilities; committed and experienced professional staff; and hardworking volunteers all coordinate well to achieve this mission. Three local parishes invest in the school to provide more affordable reduced parishioner and family rates. A new scholarship fund enables families who might not otherwise have been able to afford tuition to enroll this year. High expectations and high standards of behavior and academic achievement reflect the top priority this community places on education.

St. Alphonsus provides an extensive early childhood program of preschool for three- and four-year olds, as well as a full-day kindergarten curriculum for five-year old students. A solid core curriculum provides primary students with a base of skills that assure their further success in school and beyond. Students are challenged to read independently and for enjoyment. Intermediate and middle school students engage in projects and instructional activities that motivate and inspire critical thinking. Spanish is incorporated in the middle and upper grade curriculum while younger children may opt for French or Spanish classes after school. Students with special learning needs receive a variety of supports and special accommodations. Systematic assessment of student performance monitors student progress at all levels. Classrooms are alive with the varied products of student learning activities. Student council, service club, scouting programs as well as intramural and interscholastic sports all offer experiences that support leadership development, active involvement, self-confidence and poise.

Dedicated and enthusiastic faculty members are committed to professional growth, taking advantage of whole faculty staff development, at-school courses and other workshops and conferences. A faculty goal to serve the special needs of students in the regular classroom has resulted in an effort to make appropriate accommodations for learning needs and to differentiate instructional activities. Teachers have greatly increased their technology literacy over the past few years, many utilizing their own professional development allotment to purchase personal computers and other digital imaging equipment for classroom use. The staff works as a team to more fully utilize the newly established computer network.

Each of these elements enables St. Alphonsus Liguori School to nurture and educate its students

preparing them for a “happy, successful and faith-filled future. “

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of the school's assessment results: Each school year St. Alphonsus Liguori School administers the TerraNova Multiple Assessments to all students in grades three, four, five, six and seven in the month of March. (Eighth graders are not tested since their performance is assessed in the month of November by the local public high school district with a battery of placement tests.) All St. Alphonsus Liguori School students in the indicated grades are tested. Those students with learning disabilities who have a formal Individual Educational Plan requiring testing modifications (extended time, tests read aloud, and other such modifications) are provided with those accommodations by the school. However, the CTB-McGraw Hill Company requires that tests administered with modified conditions are to be scored, but not to be included in class averages. No seventh grader student, one sixth grader, three fifth graders, two fourth graders and no third graders were tested with accommodations. The TerraNova Reading Test measures objectives in *basic understanding; analyzing text; evaluating and extending meaning; and identifying and applying reading strategies*. The mathematics test includes objectives covering *numbers and numerical relations; computation and estimation; measurement, geometry and spatial sense; data—statistics and probability; patterns—functions and algebra; problem solving and reasoning; and communication*.

Class mean NCE scores in reading range from a low of 63.9 for grade four to a high of 70.7 for grade seven. If those mean scores were ranked as if they were scores of an individual student, our “middle” student would have a percentile rank between 75 and 84. For seventh grade reading (NCE= 70.7, standard deviation=12.6), 68% of the class scored between 58.1 and 83.3, that is, within one standard deviation of the mean. Likewise for lower performing grade four, reading scores indicate that 68% of the students scored Normal Curve Equivalences between 47.5 and 80.3 (within one standard deviation). For mathematics the class mean NCE scores range from 67.3 (grade three) through 73.8 (grade six). These convert to percentile ranks between 79 and 87. Students within one standard deviation of the mean for mathematics include at the low end—grade three where 68% of the students fall between 53.8 and 80.8 NCE and grade six where 68% of the students fall between 60.1 and 87.5.

When class means in reading are compared to the 90th percentile school ranking provided for TerraNova by the NCLB—NBR application document, St. Alphonsus seventh grade students as a group test in the top 10% of all school groups on these national norms. (Seventh grade reading NCE= 70.7, compared to the benchmark NCE of 65.8.) Likewise for mathematics, St. Alphonsus seventh graders score at a 71.1 NCE compared to the benchmark level of 64.1. All St. Alphonsus Liguori grade levels tested achieved class averages in reading and mathematics above the School Mean NCE at the 90th Percentile of National School Norms as listed on the *No Child Left Behind—National Blue Ribbon Application Materials*.

To assess the distribution of tested St. Alphonsus Liguori students one can examine the number of students who scored in each quartile. The following table represents that distribution:

	01-25 Quartile I	26-50 Quartile II	51-75 Quartile III	76-99 Quartile IV
Gr. 7 Reading	0	2	6	14
Gr. 7 Mathematics	0	2	3	17
Gr. 6 Reading	0	2	10	11
Gr. 6 Mathematics	0	2	6	15
Gr. 5 Reading	0	4	16	15
Gr. 5 Mathematics	0	5	10	20
Gr. 4 Reading	2	4	8	16
Gr. 4 Mathematics	1	1	7	21
Gr. 3 Reading	0	2	6	14
Gr. 3 Mathematics	0	2	8	12

2. How the school uses assessment data: When test results are received for March TerraNova assessments, individual performance is reviewed by the homeroom teacher and the principal to track the performance of students with consistently lower achievement, to identify students who show achievement deficiencies, and to monitor the progress of all students. Especially useful is the Cognitive Skills Index which roughly assesses individual student ability, and the anticipated achievement scores to which actual achievement scores can be compared. This enables each homeroom teacher to ascertain that students are performing at or above expected levels or achievement. In cases where student performance is lower than anticipated, further study of the student's progress is initiated to determine if any special needs are present or if any special learning accommodations are required. Some students may require remediation, reteaching or tutorial services, or perhaps, referral for a full case study through the local public school district or through private testing.

Prior to the opening of school, teachers meet to review the testing data for students entering grades four through eight using the scores from the previous March testing. Teachers use the grouping reports which identify high mastery, partial mastery and non-mastery. Using a simple grid to plot each student's performance on each of the tested goal areas, the teachers produce a useful overview of tested student achievement. (Rows = individual student mastery level in each subtest. Columns = mastery levels in each subtest for each student.) Visually the grid provides a quick means of identifying the various needs of each individual student who has partial or non-mastery of the stated goals. For instructional planning the grid easily identifies those goal areas which will require review or reteaching for several or all members of the class. For example, looking across the rows, students with several partial or non-mastery marks can be easily identified and those needs addressed. Likewise, scanning down each column, it is easy to identify which of the measured objectives will require additional review. Resource material kits available through the test publisher have been purchased and provided for all tested grade levels to assist teachers in planning activities to reteach objective where many class members had fallen short of full mastery.

3. How the school communicates student performance: Mid-trimester progress reports and trimester report cards including achievement, effort and behavior marks as well as additional written comments are each issued three times a year. Formally scheduled parent-student-teacher conferences are held before the end of the first trimester to discuss student progress and achievement. Report cards are distributed to students by the principal in a brief conference with each student where progress marks are explained and discussed. School parents and teachers commonly use written notes, comments in student assignment books, email and voicemail services as communication vehicles.

Student progress in kindergarten through grade five is monitored through the use of curriculum based measurement assessments administered in September, January and May to track development—results of these assessments are reported to parents at conferences. Students not reaching prescribed skill levels may be referred for special needs assessment, provided with remedial services, or recommended for summer school or tutorial support.

Individual TerraNova score reports are provided to parents in late springtime for all third through seventh grade students, along with a summary of school and class averages and national benchmarks. Those special need students with Individual Educational Plans may receive testing accommodations (extended time, assisted reading of the test questions, etc.) as required by their I.E.P. (Tests administered with modifications are excluded from school and class averages.) A report and analysis of school performance at all grade levels is prepared and distributed late in January to summarize and interpret school achievement based on TerraNova testing. While eighth grade students are not included in the TerraNova testing, Explore testing is provided to them by the local high school district for placement purposes. These results are shared in the January report as provided by the high school district. These summary reports are provided to the public as requested, and published in the local parish bulletin.

4. How the school will share its successes: St. Alphonsus Liguori will be hosting a master's degree cohort program through Olivet Nazarene University (January 2004-September 2005) for teachers of the school as well as from local public and other nonpublic schools. Through the informal networking established in this cohort of twenty or more teachers, St. Alphonsus faculty members will be able to share the school's successes and best practices.

St. Alphonsus Liguori principal Peter Tantillo is a member of the Curriculum Advisory Committee of the Archdiocese of Chicago Office of Catholic School enabling him to share successes with principals from across the archdiocese. As a former elementary school consultant at the Office of Catholic Schools, Mr. Tantillo has worked on committees providing orientation presentations for the new Catholic school principals, including curriculum writing workshops through the Archdiocese of Chicago. As a member of the Archdiocesan Principals Association, Mr. Tantillo attends Council I-2 monthly principal meetings. As the Regional Representative for the Great Lakes States on the Department of Elementary Schools Executive Committee, Mr. Tantillo is a frequent presenter at professional conventions and institutes of the National Catholic Educational Association. All of these contacts provide opportunities to share successes and best practices.

In addition to informal networking among administrators and teachers, the school will use its website to share and disseminate curriculum and instruction information with parents, teachers and school administrators. Written information will be provided to all who request it.

PART V – CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum:

Religious Education: The St. Alphonsus curriculum includes prayer and worship, doctrine and scripture, community formation, and service. Student-led daily prayer and weekly liturgy are provided. Daily religion classes include instruction in Old and New Testament Scripture, the doctrine of the Trinity, sacraments, Church history, and Catholic morality and values. Traditional Catholic devotions are emphasized. Students experience a sense of community, and serve and care for those in need.

Language Arts (including, reading, writing, grammar, listening and speaking skills): With an early focus on phonemic awareness, decoding, phonics and vocabulary development, reading instruction provides students with high quality literature to enrich and motivate them. Analysis and comprehension of meaning are presented through questioning, dialogue and discussion. Daily oral language activities are used to present and reinforce grammar rules, and the five step writing process is used to develop writing skills. Language arts skills are used and applied in projects from all content areas.

Mathematics: Students develop computational and estimation skills; capacity to solve problems and reason; numerical, geometric and spatial awareness; data analysis using statistics and probability; recognizing patterns; algebraic concepts; and mathematics as a means of communication. Primary and intermediate grades investigate mathematics through concrete experiences and manipulatives during “math meeting” time. Upper grade students prepare for and complete a full year of first level algebra enabling many students to enter advanced algebra or geometry in their freshman year.

Social Studies: Community living, geographic understanding and map skills are provided in primary grades. United States history is the main focus of grades 5, 7 and 8. Grade 6 concentrates on ancient and modern world cultures and history. The 8th grade completes an extensive unit on state and federal Constitutions and government, as well as modern American and world history. Junior Achievement teaches economics, and current events are reviewed and discussed at all levels. Projects, plays and dramatization activities are provided. Field trip experiences include tours of the Capital and Lincoln sites in Springfield, IL, and a three-day tour of Washington, DC and Mount Vernon.

Natural Sciences: Topics in life, earth, physical and environmental sciences are investigated in a variety of activities including “hands-on” experiments, projects and demonstrations as well as readings and written assignments to reinforce the concepts. Experimentation and scientific method are emphasized.

Fine arts, music: Elements of the visual arts (such as line, color, texture, perspective, etc.) are taught and applied in a variety of projects and activities in various media. In music, students receive the tools to understand and appreciate music from all times and cultures, through singing, listening, accompanying, creating and moving to music. Band is offered as an elective course for student in grades 4 through 8.

Computer skills and technology: In addition to utilizing computer assisted instruction through various pieces of software, students develop keyboarding skills, and use word processing, spreadsheets, data bases, presentation and Internet functions which they can apply in all other content areas.

Physical education, health, wellness, safety and personal development and family living: Students participate in a variety of team and individual activities to develop physical skills and to develop an appreciation and enjoyment of physical activities. A focus on health and wellness is maintained.

Spanish: Students in grades 5 through 8 study Spanish vocabulary, grammar, conversation and reading through exposure to the cultures of Spanish speaking countries. St. Alphonsus students are ordinarily placed in second level Spanish in high school. Primary students may study French and Spanish as an extracurricular program offered by the local junior college at our school after regular school hours.

2. The Reading Curriculum: “Nice job, Phillip! You are an excellent reader!” the principal commented to a fourth grade student with a speech impairment who had just completed a reading at the weekly school church service. “Thanks, I have 167 points,” replies Phillip, referring to his accumulated Accelerated Reader points.

This little scenario highlights several key aspects of the St. Alphonsus Liguori reading curriculum. Using the **Harcourt Reading Series *Trophies*** St. Alphonsus students develop phonemic awareness; decoding skills using phonics techniques; word recognition and vocabulary development; and comprehension for what they are reading. This series was adopted for use in kindergarten through grade six in the 2002-2003 school year because of the quality of the literature it presents and because its comprehensive approach matches the multifaceted reading curriculum of our school. These aspects of reading are consistent with the themes identified in the U. S. Education Department research publication *Putting Reading First*, which was used as part of our reading staff development. To promote reading for enjoyment and to motivate an appreciation for independent reading, the school has adopted the **Accelerated Reader Program** which uses an extensive computer data base to monitor student comprehension of the books they read. The school library has been greatly expanded over the past few years to provide several thousand new selections of fiction and nonfiction writings linked to the Accelerated Reader for primary and intermediate reading levels. Upper grades ordinarily complete novel studies and book reports on what they are reading.

The reading curriculum is supported by a language arts curriculum that includes daily oral language activities, writing process instruction and an array of read-aloud and drama projects. Curriculum-based measurements assess student progress in primary and intermediate reading skill development. Students identified with deficiencies are provided with remedial support in small group and individual settings by a part-time resource teacher. Students with an IEP may receive speech or remedial reading services through their local public school. Parents are also included in the reading instruction partnership. Comments in newsletters and suggestions on report cards (such as encouraging independent reading, reading aloud for fluency, discussion to build comprehension) outline work to be done at home to support reading instruction at school.

3. Description of another curriculum area (Mathematics): Mathematics instruction enables students to develop strong numeration, computational and estimation skills; the ability to recognize and understand patterns; clear understanding of mathematical concepts including relations, functions and algebra; the ability to analyze data, reason and solve problems; measurement, geometry and spatial sense; and, a sense of probability and statistics. This is accomplished through a comprehensive mathematics curriculum that emphasizes concrete experiences, divergent thinking, and pattern identification for early learners, consistent practice in applying skills to problem solving, and the exploration of geometric and spatial concepts. Upper grade levels develop pre-algebra skills and complete a full year of algebra in eighth grade. Mathematics skills and concepts are applied in various projects and activities in science, social studies and other interdisciplinary investigations.

Daily mathematics instruction in primary and intermediate grades employs the structured “mathematics meeting” where patterning, numeration concepts, graphic and statistical analysis, and simple problem-solving are explored in daily class discussion format. Pattern counting, calendar and clock observations, and charting to represent data are experienced as students are directed through these explorations by their classroom teacher. **Saxon Mathematics** text materials provide a structure that “spirals” concepts and skill mastery to assure reinforcement and maintenance of master skills and concepts. This curriculum was adopted several years ago to boost mathematics achievement, and longitudinal observation of testing data supports its success.

Sixth and seventh grade levels focus on the mathematical skills and concepts that support an easy

transition into the study of algebra and geometry which are expanded at the high school levels. The majority of St. Alphonsus graduates are placed at advanced level mathematics courses upon entry to high school. Accommodations are made for individual students in the upper grades who require reteaching or reinforcement of more basic skills and concepts.

4. Description of the different instructional methods used: Direct instruction, dialog and discussion, individual and varied assessments, reteaching of concepts as needed, and computer software tutorials are methods that are commonly used by teachers at all grade levels. Teachers place a high priority on assisting students in completing required assignments and homework. Therefore, a common, consistently used assignment book and assignment wall chart is used at all levels. Students having difficulty completing assignments may be required to have assignment books signed nightly by teacher and parents. Teachers employ questioning skills and class discussion to stimulate critical thinking and higher order thinking. Math meetings are held in primary and intermediate classes to promote pattern recognition and divergent thinking in problem solving strategies. Journaling is used at all grade levels to stimulate the translation of thought to written word. The writing process expands written drafts into final “published” products through editing and revision.

Project based learning and cooperative group work are utilized to enable students to explore and develop their own learning content. A wide variety of project strategies and media include written reports, graphic and visual art work, PowerPoint computer-software-based presentations, speeches and oral presentation, dramatizations and video production. Some teachers employ differentiated instruction to serve the varied needs among their students. Tutorial work and study grouping are used to remediate. One teacher with special education certification is assigned to provide special resource services to those students needing individual and small group assistance. These services complement those received from local public schools for special need students with individualized educational plans (IEP).

5. Description of the school’s professional development program: Each year after the whole faculty has set goals for the year, a faculty committee plans a staff development calendar including regular meetings, in-service and institute days. Some meeting time is set aside for use of research and literature as springboard for discussion and dialogue, such as articles and publications on learning disabilities and strategies for accommodation, and government publications such as *Put Reading First* as a source for common understanding and shared best practices. For example, in response to a faculty goal to “accommodate special needs of students in the regular classroom,” a series of meetings was planned including two workshops presented by university professors on the topics of “accommodating special needs” and “differentiating instruction.” This focus has enabled the faculty to assess and better serve the needs of learning disabled students.

To provide for continued development of technology and computer skills, the committee assessed individual faculty skill levels, needs and interests then planned for a fifteen-clock-hour course class (Using and Applying Internet for Instruction) to be offered through the Center for Teaching and Learning. Over three fourths of the faculty completed this after school course. The school also hosted TerraNova workshops on using reading and mathematics scores to improve instruction including use of “hands-on” manipulatives, and language instruction methods. The school provides an annual allotment of \$1,100 for each teacher’s professional development and personal technology purchases. Teachers also use this for courses, institutes, workshops, conventions and membership in various professional organizations (such as NCEA, NMSA, NCTM, NCSS). In addition, St. Alphonsus is hosting an on-site Olivet Nazarene University Master of Arts in Education cohort in applying research methods to curriculum development and problem-based engaged instruction and learning. Together these varied staff development activities have enabled the faculty to implement a new reading curriculum, to better serve needs of students experiencing learning difficulties, and to better utilize available technology resources.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): N.C.E.A. and C.A.P.E.

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>2425</u> K	\$ <u>2225</u> 1 st	\$ <u>2225</u> 2 nd	\$ <u>2225</u> 3 rd	\$ <u>2225</u> 4 th	\$ <u>2225</u> 5 th
\$ <u>2225</u> 6 th	\$ <u>2225</u> 7 th	\$ <u>2225</u> 8 th	\$ <u> </u> 9 th	\$ <u> </u> 10 th	\$ <u> </u> 11 th
\$ <u> </u> 12 th	\$ <u>891/1107</u> Other (preschool)				

2. What is the educational cost per student? \$ 3668
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 694
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 89%

ST. ALPHONSUS LIGUORI SCHOOL
TERRA NOVA ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 through 7

Test Terra Nova Second Edition Multiple Assessment

Edition/publication year 2001

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

7th= 22, 6th= 23, 5th= 35, 4th= 30, 3rd= 22

Number of students who took the test 7th=22, 6th=23, 5th= 35, 4th= 30, 3rd= 22

What groups were excluded from testing? Why, and how were they assessed? All students in the indicated grades were tested. Learning disabled students with IEP's requiring test accommodations were tested with modifications (extended time, questions read aloud). Scores for those students were not included in the class averages by the testing company.

Number excluded from averages: 1 student in grade 6, 3 students in grade 5, 2 students in grade 4.

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____.

St. Alphonsus Liguori School—TerraNova NCE Scores

Grade 7

Reading	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	70.7	70.0	70.6	71.5	71.0
Number in group	22	32	17	19	37
Percent of students tested	100	100	100	100	100
** Number / percent excluded	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms—65.8

Mathematics	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE NCE	71.1	71.9	71.6	67.4	66.2

School Mean NCE at 90%ile of National School Norms —64.1

Grade 6

Reading	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	67.8	64.8	67.5	65.2	64.8
Number in group	23	25	32	17	20
Percent of students tested	100	100	100	100	100
** Number / percent excluded	1 / 4%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms —64.8

Mathematics	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE NCE	72.5	74.9	72.2	72.5	69.3

School Mean NCE at 90%ile of National School Norms —64.5

Grade 5

Reading	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	65.3	67.4	69.4	67.5	62.4
Number in group	35	25	28	35	21
Percent of students tested	100	100	100	100	100
** Number / percent excluded	3 / 9%	2 / 8%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms —64.1

Mathematics	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE NCE	67.4	68.5	68.3	65.6	59.3

School Mean NCE at 90%ile of National School Norms —63.8

**** All students are tested. Students with IEP's requiring testing accommodations (extended time, test read aloud) are excluded from group norms by the testing company.**

Grade 4

<i>Reading</i>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	62.8	62.7	73.6	75.2	72.0
Number in group	30	35	23	26	34
Percent of students tested	100	100	100	100	100
** Number / percent excluded	2 / 7%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms —**63.8**

<i>Mathematics</i>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE NCE	70.3	69.9	72.7	74.9	66.2

School Mean NCE at 90%ile of National School Norms —**64.1**

Grade 3

<i>Reading</i>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	67.1	62.7	66.0	75.5	64.2
Number in group	22	33	37	22	33
Percent of students tested	100	100	100	100	100
** Number / percent excluded	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms —**64.1**

<i>Mathematics</i>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE NCE	67.3	68.1	69.1	78.7	66.2

School Mean NCE at 90%ile of National School Norms —**64.5**

**** All students are tested. Students with IEP's requiring testing accommodations (extended time, test read aloud) are excluded from group norms by the testing company.**